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ABSTRACT

This study examined: (1) factors associated with global job satisfaction for women faculty members in family and consumer sciences programs at land-grant institutions; (2) the extent to which these factors explain the global job satisfaction for these women faculty; and (3) the effect of the covariates of age, rank, and tenure on the global job satisfaction of the women faculty in these departments. Faculty at land-grant institutions were randomly selected to participate in the study. Data were collected using a mailed survey sent to 202 women faculty resulting in 138 completed surveys. Responses indicated high to very high levels of satisfaction with autonomy, work, relationships with students, opportunities to participate in academic decision making, role clarity, peer relationships, work load, and benefits. Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues, the balance between work and other activities, and equity of policy. Respondents also reported low levels of satisfaction with working conditions, pay, recognition, and general resources. The results indicate that socialization and climate are the two factors that explain the greatest proportion of variance in the global job satisfaction of women faculty in the family and consumer science programs at land-grant institutions. (Contains 46 references.) (JLS)

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Job Satisfaction for Women Faculty Members in a Predominantly Female Discipline

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March 28, 1997

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JOB SATISFACTION FOR WOMEN FACULTY MEMBERS IN A PREDOMINANTLY FEMALE DISCIPLINE

With the approach of the twenty-first century institutions of higher education face many challenges. With the large number of current faculty reaching retirement age Bowen and Schuster (1986) have argued that one of the most pressing concerns for higher education is going to be the shortage of faculty. Anticipated faculty shortages due to the retirement of senior faculty extent into the first two decades of the next century. These shortages make it necessary for institutions of higher education to examine the pool of women holding doctoral degrees to fill the void these retirements will bring (Granger, 1993; and Dwyer, Flynn, and Inman, 1991).

Sandler (1993), Jones and Nowotny (199?), Nerad (1987), Ethington, Smart, and Zeltmann (1989), and Finkelstein (1984) believe that there are a number of reasons which will prevent higher education from attracting a greater number of women into the professorate. Women tend to advance through academic ranks slower than men, receive lower salaries, experience less job security, have fewer support systems within the academy and tend to be in disciplines stratified by gender.

In the past, the job satisfaction of university faculty has not received a great deal of attention because a high level of job satisfaction was presumed to have existed (Pearson and Seiler, 1983). Recently, researchers have begun to investigate the job satisfaction of faculty in higher education. Unfortunately, there has been little study of the job satisfaction of women faculty members. The problem to be addressed in this study is that lack of information. The job satisfaction of these faculty is of interest because if higher education wants to recruit and retain women faculty, leaders in higher education must be aware of the conditions leading to job satisfaction.

This study had three objectives to: (1) describe the factors associated with the global job satisfaction for women faculty members in family and consumer sciences programs at land grant institutions; (2) determine extent to which theses factors explain the global job satisfaction for

women faculty in family and consumer sciences programs at land grant universities; and (3) determine to effect of the covariates (age, rank, and tenure status) on the global job satisfaction for women faculty in family and consumer sciences programs at land grant universities.

Job Satisfaction

According to Locke (1976) " a job is not an entity but a complex interrelationship of tasks, roles, responsibilities, interactions, incentives, and rewards."(p. 1301). Locke further described job satisfaction as the favorable attitude of a worker toward his or her job. Overall job satisfaction has been measured as a sum of facet satisfactions and as a global, affective response or set of responses to one's job. Facet satisfaction provided information pertaining to how each faculty perceived various, specific facets of her position while global satisfaction provided information pertaining to how each respondent viewed her overall employment as a faculty member. Both facets satisfaction and global responses were utilized in this research. Global job satisfaction was the dependent variable for this study. The independent variable was composed of the job facet satisfactions.

There are many job satisfaction approaches with which to examine the job satisfaction of college and university faculty. Bess (1981) examined several theories related to job satisfaction in of college and university faculty and concluded that one theory that was most applicable to faculty job satisfaction was the need fulfillment theory. In addition, Plascak (1988) reported that the job satisfaction theory that predicted a sizable portion of the global job satisfaction for faculty was the need fulfillment theory. Therefore, the need fulfillment theory was the theoretical base for this study.

Need fulfillment theory is based on Maslow's theory of motivation and on the idea that individuals have certain needs and that jobs satisfy these needs in varying degrees (Bess, 1981 and Tuttle and Hazel, 1974). Maslow proposed that human needs form a hierarchy of levels of achievement. Satisfaction of the lower needs, according to Maslow, leads to the increased importance attached to the higher level needs. That is, as a lower need is satisfied, its

importance is expected to diminish, while the importance of the next higher need in the hierarchy would become more significant.

An alternate theory to Maslow's hierarchy of needs is Alderfer's E.R.G. Theory. In this theory Alderfer (1969) postulates three categories of needs: existence, relatedness, and growth. While these needs are assumed to be arranged in a hierarchy, the categories of needs in this theory are not strictly ordered (Tuttle and Hazel, 1974). In this theory, existence needs are those which deal with material and physiological desires. The satisfiers of existence needs are usually characterized by the basic conditions of life, food, shelter, comfort, and so on. Relatedness needs are those needs for social relationships with significant others.

Growth needs, as described by Alderfer (1969), appear to be the needs that would be most related to the job satisfaction of college and university faculties. These needs include "all the needs which involve a person maintaining creative or productive effects on him/herself and the environment" (p. 146). Satisfaction of growth needs results from engaging in activities that require an individual to utilize his/her capabilities and develop new abilities.

In both Maslow's need hierarchy and Alderfer's E.R.G. theory, satisfaction is synonymous with need fulfillment. Need fulfillment is measured as the current level of a job facet that exists with the respondent's current position. Ideally, those job facets which meet a faculty member's needs would be at a high level, while those facets which do not meet a faculty member's needs would be either absent or at minimum levels.

The theoretical basis for this study comes from need fulfillment: it is assumed that the job satisfaction for women faculty in family and consumer sciences is based on the fulfillment of individual job related needs. Job facets, which identify these needs, were derived from a review of the literature on faculty job satisfaction.

The Job Satisfaction of Faculty in Higher Education

Past research has indicated that university faculty are satisfied with their positions and that when compared to their neighbors and friends, faculty probably enjoyed their work more

than others (Diener, 1984 & Finkelstein, 1984). In describing faculty at work Finkelstein (1984) indicated that faculty performance appears to be most influenced by internal standards of professional performance. That "to the extent that faculty are able to control their work assignments, they are satisfied and their performance appears to mirror their internal professional standards" (p. 148).

Faculty have expressed satisfaction with their work and teaching, professional responsibility and opportunities for professional growth, professional status and independence in work, job security, working conditions, technical competence, having a voice in policy decision making and their interpersonal relationships (Asmussen, 1983; Bennett & Griffitt, 1976; Broesamle, 1984; Corcoran & Clark, 1983; Diener, 1984; Finkelstein, 1984; Kerlin & Dunlap, 1993; Olsen, 1993; and Osueke, 1991). Plascak-Craig and Bean (1989) concluded that a significant proportion of global affective response to faculty work was predicted by the autonomous and creative nature of academic work itself, perceptions of participation in administrative decision making, perceptions of the fairness of administrative evaluation, perceived esteem by peers in the university community and financial compensation. Olsen (1993) reported similar results. Faculty perceptions of autonomy, the opportunity to use skills and abilities, and a sense of accomplishment were consistently among the most satisfying aspects of a faculty member's professional life. Unfortunately, over time faculty reported a drop in the satisfaction with the perception of support from colleagues. Olsen concluded that the community of scholars is an essential element of professional life and that the disappearance of collegial relationships may indicate an important change in faculty attitudes toward their work.

The Status of Women Faculty in Higher Education

Although men have always dominated the faculty and administrative roles in higher education, women have played an important role in higher education faculty since the mid - 1860's (Bowen and Schuster, 1986). Representation of women on college and university faculties has always been relatively small. In 1920 women filled approximately 26 percent of all faculty

positions in higher education. By the beginning of the 1930's, women accounted for 27 percent of the faculty. However, by 1960, the percentage of women faculty declined to 22 percent. During the last twenty years the representation of women on college and university faculty has increased. By the mid 1980's 35 percent of the faculty were women (Cox, 1982; Dean, 1986; Halcomb, 1979; and Reskin & Phipps, 1988).

In terms of prestige or status, female representation on the faculty remains clustered in the lower ranks and primarily in two-year and four-year liberal arts institutions where teaching loads are heavy. In 1989 The Carnegie Foundation for the Advancement of Teaching reported that, in a national survey, women remain clustered in the lower ranks of assistant professor, instructor and lecturer, and that less than 20 percent of full professors and only 33.3 percent of associate professors were female. In addition, as the prestige of an institution increased, the number of women faculty members declined. Relatively few women faculty members worked at highly selective research universities.

Granger (1993) noted that although the proportion of women faculty has increased, the climate in higher education has not significantly changed for the better for these faculty. Moore and Sagaria (1993), Tack and Patitu (1992), Sandler (1993) reported that women tended to advance through academic ranks more slowly than male faculty, and continue to be less well paid than male colleagues at every rank in every field and in all types of institutions. Further, women's progress continues to be channeled into less prestigious and less lucrative positions and their ascension to the highest ranks continues to be excessively slow and laborious.

Women faculty's satisfaction with both department and institution differ by institutional type and discipline (Ethington et al., 1989). Researchers have concluded that women faculty are often less satisfied with their faculty positions than male faculty. Women faculty feel that they accomplish much, are kept busy, have an opportunity to tell people (particularly students) what to do, are satisfied with the recognition that they receive from students and have a chance to do things for people. However, these women faculty also report that they are dissatisfied with their opportunities for advancement and the process for determining promotions, opportunities for

professional collaboration, physical working conditions, teaching loads and job security (Armor et al, 1990; Baldridge et al, 1980; Grahn et al, 1981; and Kerlin & Dunlap, 1993).

The difference in satisfaction between male and female faculty may be attributed, in part, to the fact that women do not enter their academic positions with the same support, knowledge, or political savvy that many of their male peers have (Boice, 1993; Johnsrud, 1993; Moore & Sagaria, 1993; Olsen, 1993; Parsons et al., 1991; and Sandler, 1993). Plascak-Craig and Bean (1989) indicated that the job satisfaction of male faculty was related to work and institutional facets while female faculty highly and uniquely valued collegial relationships in appraising global job satisfaction. The ability to talk to others about scholarly pursuits, professional opportunities, teaching, institutional politics and personal issues in a faculty to faculty, formal or informal, mentoring situation is a means of career development reflective of an atmosphere of academic collegiality (Parsons et al., 1991). It is also a form of career development that women have traditionally felt excluded.

The Status of Women Faculty in Family and Consumer Sciences

In 1986 Greninger et al., reported that seventy-one percent of home economics programs were located in public institutions. One-fourth of these programs were at land grant institutions and fewer than one-fourth were at church related institutions. Slightly more than one-third of the home economics programs were classified as colleges or schools while the remaining two-thirds were departments or divisions of home economics. Over 90 percent of the programs included instruction in the areas of food and nutrition, child development/family relationships, clothing and textiles, family economics and home management, home economics education, and housing, equipment, and interior design.

While information exists regarding home economics programs, little information exists regarding the faculty employed in these programs. In 1977 Schultz investigated home economics college faculty to assess the job satisfaction of home economics faculty and to describe the components of job satisfaction for home economics faculty. Home economics college faculty

who possessed a doctorate degree, held the rank of associate professor or higher, and who were employed at institutions having undergraduate home economics enrollments of 500 or more students were surveyed. Schultz reported that home economics faculty tended to be somewhat satisfied with administration and job pressure and were neither satisfied nor dissatisfied with salary. Schultz further indicated that primary job interest appeared to be a significant source of variance for faculty satisfaction with administration and salary. That home economics faculty whose primary job interest was administration were most satisfied with administration, followed by faculty whose primary job interest was research. Faculty who listed their primary job interest as teaching were less satisfied with administration. Those faculty who reported the greatest satisfaction with salary were those whose primary job interest was research, with faculty whose primary interest was administration or teaching indicating less satisfaction with salary.

Recently, Sullivan and Redick (1991) investigated the job satisfaction of vocational home economics teacher educators and reported the following profile of vocational home economics teacher educators: almost one-half (48%) of the teacher educators were from public, non land grant institutions. Ninety-five percent of the teacher educators were employed full-time. Home economics teacher educators were almost exclusively female, and more than half were married. The average age was 49 years old. Seventy-eight percent of the respondents reported having a doctoral degree, 67% were associate or full professors, and 69% were tenured. The most frequently reported salary range for these teacher educators was $25,001-$30,000.

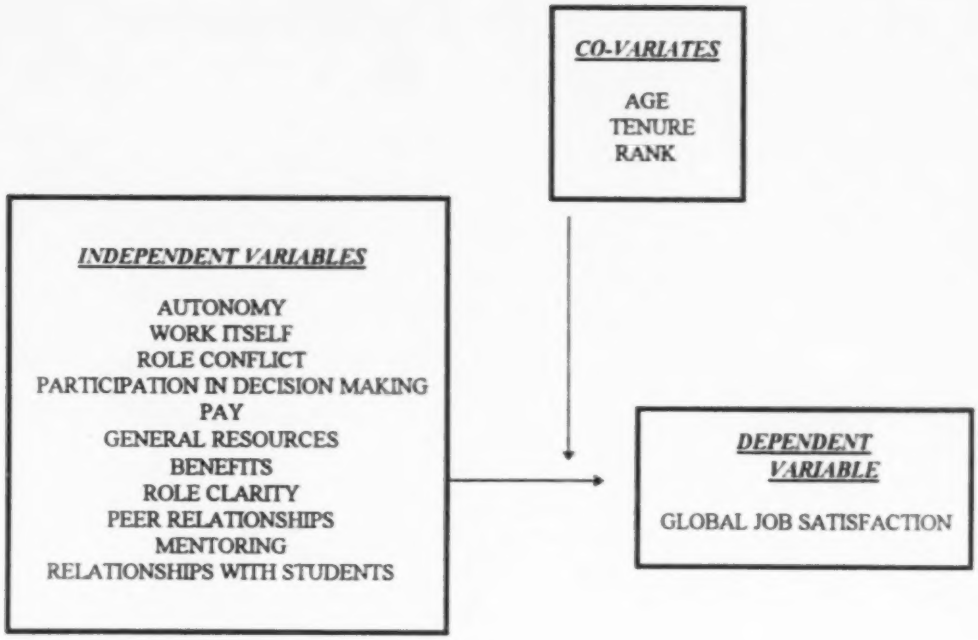
Sullivan and Redick reported that vocational home economics teacher educators indicated a high-moderate level of job satisfaction. In comparison to other studies of faculty job satisfaction, Sullivan and Redick concluded that the vocational home economics teacher educators appeared to be more satisfied than other college professors.

When they examined the factors effecting job satisfaction for vocational home economics teacher educators Sullivan and Redick found that teaching in a public, land grant institution was negatively associated with job satisfaction. As enrollment increased, job satisfaction decreased, and as the level of earned degree increased, job satisfaction decreased.

The more hours taught per semester, the lower was the job satisfaction, and if more time was spent on administrative activities, job satisfaction was higher. As academic rank and salary increased, so did job satisfaction. Publishing journal articles and presenting papers at meetings were both negatively associated with job satisfaction. The number of years at the current institution and the total years as a teacher educator were both positively associated with job satisfaction.

Based on the findings from the review of literature it was hypothesized that autonomy, work itself, role conflict, participation in decision making, pay, general resources, benefits, role clarity, peer relationships, mentoring, and relationships with students would have a significant effect on the global job satisfaction of women faculty in family and consumer sciences programs at land grant institution and that recognition, work load, working conditions and equity of policy would not have a significant effect. It was further hypothesized that the covariates of age, rank and tenure status would have a significant effect on the global job satisfaction of women faculty in family and consumer sciences programs. Figure 1 illustrates the effect the independent variables and the covariates were expected to have on the global job satisfaction of the women faculty in business and home economics programs.

Figure 1. Variable interactions



Method

Two hundred and two women faculty members in family and consumer sciences programs at land grant institutions were randomly selected to participate in this study. Faculty at land grant institutions were chosen to participate in this study because of the number of faculty employed at these institutions and in order to provide a national sample. No more than five faculty women were chosen to participate from any individual program.

The instrument used in this study contained three parts. The first part was a modification of the instrument developed by Plascak (1988). This instrument contained 20 items which reflected different elements of the university faculty member's work role. Each of the elements included in this questionnaire were obtained from the review of the literature. Literature from educational, psychological and business administration journals yielded a large number of variables that were significantly related to faculty job satisfaction. The survey was modified for this study to include a Likert Scale to be used by the participants to respond to the job facet statements. The second part of the instrument requested demographic data on age, employment status, tenure status, academic rank, and salary.

The third part of the instrument measured the dependent variable of global job satisfaction. Global job satisfaction was computed from an arithmetic mean of the responses on an eight item scale. Respondents were asked to mark the degree of agreement on a Likert scale for each of the eight questions. Four of the eight questions were negatively worded to avoid the likelihood of response set.

A pilot study was used to refine both the questionnaire and the collection procedures. A draft of the survey was prepared for administration to a pilot test group of approximately 40 female faculty who were employed at two local universities. As a result of the pilot study the directions were clarified.

Data were collected using a mailed survey. Dillman et al., (1974) and Berdie, Anderson, and Niebuhr (1986) recommend that, in order to increase the return on mailed questionnaire, researchers need to use intense follow-up efforts. In this study, two weeks after the

questionnaires were mailed, each member of the sample was mailed a follow-up postcard. A total of 138 questionnaires were returned, a 68% return rate

The statistical procedures in this study were frequencies, factor analysis and setwise regression. Frequencies were used to describe demographic characteristics of the respondents. Factor analysis, which finds underlying commonalties in the data, was used to reduce multicollinearity and improve the cases to independent variables ratio by combining questionnaire items which had a high inter-correlation into a single multi-item factor. In setwise multiple regression separate regressions were computed to select the best set of independent variables according to preset criteria (Freed, Ryan, and Hess, 1991).

Findings

One hundred thirty-eight questionnaires returned were completed by women faculty holding positions in family and consumer sciences programs at land grant institutions. A return rate of 68.3%. Their responses indicated that the 79% held a doctorate degree; 94.2% were employed in a full-time position; 67.4% held the rank of either assistant or associate professor; and 58% were tenured. The majority (58%) of these faculty reported that their major job activity was teaching and 52.2% reported earning salaries of $45,000 or more. Table 1 provides a complete distribution of the demographic characteristics of the respondents.

Table 1

Distribution of Demographics Characteristics

Characteristic		
Age Range		
under 30	0	0.0
30-39	25	18.1
40-49	68	49.3
50-59	40	29.0
60 or older	5	3.6
Marital Status		
Married	93	67.4
Single	45	33.6
Highest Degree Held		
Masters	29	21.0
Doctorate	109	79.0.
Employment Status		
Employed, full-time	130	94.2
Employed, part-time	5	3.6
Currently unemployed seeking a position	1	.7
Currently unemployed not seeking a position	1	.7
Retired	1	.7
Rank		
Instructor	13	9.4
Assistant Professor	42	30.4
Associate Professor	51	37.0
Full Professor	32	23.2
Major Job Activity		
Administration	19	13.8
Extension	18	13.0
Research	20	14.5
Teaching	80	58.0
Tenure Status		
Non-tenure track	16	11.6
Tenure track, not tenured	40	29.0
Tenured	82	59.4
Salary		
$15,000 - $19,999	1	.7
$20,000 - $24,999	3	2.2
$25,000 - $29,999	5	3.6
$30,000 - $34,999	18	13.0
$35,000 - $39,000	14	10.1
$40,000 - $44,999	24	17.4
$45,000 - $49,000	27	19.6
$50,000 or more	45	32.6
No Response	1	.7

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The respondents in this study reported a mean global job satisfaction (GJS) score of 3.91. Of the 138 respondents 104, or 75.4%, reported a GJS score of 3.51 or greater. This indicates that the women faculty in family and consumer sciences programs at land grant institutions perceive a high level of global job satisfaction. Table 2 provides a complete distribution of the GJS scores for the respondents.

Table 2

Distribution of Global Job Satisfaction (GJS) Scores

GJS Score	Frequency	Percentage
less than 1	0	0
1.00 - 1.50	1	.7
1.51 - 1.99	5	3.6
2.00 - 2.50	2	1.4
2.51 - 2.99	3	2.2
3.00 - 3.50	23	16.7
3.51 - 3.99	31	22.5
4.00 - 4.50	53	38.4
4.51 - 4.99	20	14.5
greater than 4.99	0	0
Total	138	100.0

When indicating their current level of satisfaction with the job facets, these faculty reported perceptions of high to very high levels of satisfaction with their autonomy, work itself, relationships with students, opportunities to participate in academic decision making, role clarity, peer relationships, work load, and benefits.

The majority of female family and consumer sciences faculty indicated that they perceived low levels of satisfaction with their opportunities for mentoring by senior colleagues, role conflict or the balance between work and other activities, and equity of policy. In addition, women faculty in family and consumer sciences programs reported low levels of satisfaction with the facets of working conditions, recognition, pay, and general resources.

Table 3

Reported Level of Job Facet Satisfaction

Job Facet	Perceived Satisfaction
Satisfaction	+
Autonomy	+
Work Itself	+
Recognition	-
Work Load	+
Role Conflict	-
Participation in Decision Making	+
Work Conditions	o
Equity of Policy	-
Pay	-
General Resources	-
Benefits	+
Role Clarity	+
Peer Relationships	+
Mentoring	-
Relationships With Students	+

+ = high to very high satisfaction

o = moderate

- = low satisfaction

The 16 items from Table 3 were then factor analyzed with six new multi-item composite independent variables emerging (Table 4). The new variables were named climate, socialization, autonomy, working conditions, financial rewards and teaching. Climate was composed of the questionnaire items designed to measure participation in decision making and equity of policy.

The second composite independent variable, socialization, was composed of the questionnaire items designed to measure the job facets of opportunities for mentoring by senior faculty, peer relationships, role clarity and legitimacy in the community. The third new factor, autonomy, was composed of the questionnaire items designed to measure the job facets of work itself, and autonomy. Working conditions, the fourth composite independent variable, was comprised of the questionnaire items designed to measure job facets of working conditions, general resources and role conflict

The fifth variable, financial rewards, was composed of the questionnaire items designed to measure the job facets of benefits and pay. The last composite variable, teaching, was composed of questionnaire items measuring relationships with students. Table 4 presents a summary of the composition of independent variables.

It was hypothesized that climate, socialization, autonomy and teaching would have a significant effect on the global job satisfaction of women faculty in family and consumer sciences programs at land grant institutions. Further, it was hypothesized that working conditions and financial rewards would not have a significant effect on the global job satisfaction of women faculty in family and consumer sciences programs at land grant institutions.

In the regression equation all of the independent variables were entered into the equation. The removal criteria of POUT (F-to-remove) was pre-set at .100 and was used to eliminate variables from the equation if the probability of their F exceeded this value. After loading all of the independent variables into the equation, the variable with the smallest partial correlation coefficient was examined. The independent variables of climate, socialization, autonomy, and financial rewards all had F's to remove that were less than the pre-set level and remained in the regression equation. This indicated that these four independent variables contributed significantly to the global job satisfaction of women faculty in family and consumer sciences programs at land grant institutions. The reported F value of 26.94 is significant at $p \leq .01$.

The R-square of .45 and the adjusted R-square of .43 indicated that the independent variables of climate, socialization, autonomy and financial rewards accounted for approximately 43% of the variance of the global job satisfaction of these faculty. Table 5 provides a summary of the regression equation.

Table 5

Regression Equation Summary of Independent Variables

Variable	B	Standard Error	Beta Weight	T	Significant T
Climate	.28	.045	.39*	6.2	.001
Socialization	.31	.046	.44*	6.9	.001
Autonomy	.16	.046	.23*	3.6	.005
Working Conditions	.07	.046	.10	1.6	.106
Financial Rewards	.16	.046	.23*	3.6	.005
Teaching	.09	.046	.13	2.0	.045

R-square	.45
Adj R-square	.43
Degrees of Freedom	
Regression	4
Residual	133
F	26.94*

*Significant at .01

The relationships between the covariate (status) and the independent variables was examined through the interaction terms. Multiple regression analysis was used to estimate the effect of the interaction between each independent variable and status. In the regression equation, status was entered first to act as a statistical control. This variable was not statistically significant at the .01 level (Table 6, column 2).

Next, the independent variables of climate, socialization, autonomy, working conditions, financial rewards and teaching were entered into the regression equation. A removal criteria, POUT .100, was used to eliminate variables from the equation if the probability of the F exceeded the pre-set value.

Although the beta weights were changed when controlling for status, climate, socialization, autonomy and financial rewards remained as the only variables with the probability to their F's-to-remove less than the default. An F value of 26.942 indicated that these variables contribute significantly to the variance of the global job satisfaction of the women faculty in family and consumer sciences at land grant institutions at $p \leq .01$. An adjusted R-squared value of .43 indicated that when controlling for status, these variables accounted for approximately 43% of the variance of the global job satisfaction of these faculty. The results of this step are presented in Table 6, columns 3 and 4.

At this point, the interaction terms were entered into the regression equation. Controlling for the effects of status and the independent variables, the interaction terms for the independent variables were entered into the regression equation. The removal criteria, POUT .100, was again used to eliminate the interaction terms from the equation if the probability of the F exceeded the pre-set value. None of the interaction terms had F's that were less than the removal criteria. Therefore all of the interaction terms were removed from the regression equation. The results from this step are presented in Table 6 columns 5 and 6. Thus, the effects of the independent variables on job satisfaction did not depend on the status of the women in this study.

Table 6

Setwise Regression Equation Summary

Variables (Columns)	B (1)	Beta (2)	B (3)	Beta (4)	B (5)	Beta (6)
Status	.14	.19	.08	.11	.08	.10
R-squared	.03					
Adj R-squared	.02					
Degrees of Freedom						
Regression	1					
Residual	136					
F = 4.98						
Climate			.28	.38*	.29	.40*
Socialization			.31	.43*	.32	.45*
Autonomy			.16	.22*	.19	.25*
Working Conditions			.07	.10	.07	.09
Financial Rewards			.14	.20*	.13	.18*
Teaching			.11	.15	.08	.12
R-squared	.45					
Adj R-squared	.43					
Degrees of Freedom						
Regression	4					
Residual	133					
F= 26.942						
Climate X Status					-.05	-.07
Socialization X Status						-.08
-.01						
Autonomy X Status					-.09	-.11
Working Conditions X Status					.04	.06
Financial Rewards X Status					.04	.05
Teaching X Status					.09	.14
R-squared	.45					
Adj R-squared	.43					
Degrees of Freedom						
Regression	4					
Residual	133					
F= 26.942						

*$p \leq .01$

Summary and Discussion

Overall, women faculty in family and consumer sciences programs at land grant institutions appear to be moderately to highly satisfied with their positions. As predicted, the results of this study found that the global job satisfaction of women faculty in family and consumer sciences programs at land grant institutions was significantly influenced by the variables of climate, socialization and autonomy.

Two factors, socialization (beta = .44) and climate (beta = .39) were the most influential and accounted for a large portion of the variance in global job satisfaction. Socialization accounted for approximately 18.5% of the variance and climate accounted for approximately 14.8% of the variance in global job satisfaction for women faculty in family and consumer sciences programs. These findings are supported by previous research regarding faculty in typically feminine disciplines. Donohue (1986), Mariner and Craigie (1977) and Grandjean et al., (1976) reported that intrinsic factors were viewed as being more important determinants of job satisfaction than extrinsic factors and that perceptions of organizational climate influenced job satisfaction.

Two additional factors, autonomy (beta = .23) and financial rewards (beta = .23), also contributed significantly to the global job satisfaction of women faculty in family and consumer sciences programs. Results of the regression analysis indicated that these two factors, while less influential than socialization and climate, had a significant, positive effect on the global job satisfaction of these faculty. Studies by Olsen (1993) Plascak-Craig and Bean (1989), and Diener (1984) have also concluded that the autonomous nature of academic work and the opportunity to develop and utilize skills and abilities contribute significantly to the job satisfaction of university faculty.

Although financial rewards had a significant, positive affect, this factor was not expected to contribute positively to the global job satisfaction of these faculty. A possible explanation for the effect of financial rewards on the global job satisfaction of these faculty might be the combined effects of the two job facets that created financial rewards. When women faculty

in family and consumer sciences were asked to report their perceived level of satisfaction with pay and benefits, the respondents reported perceptions of low satisfaction for pay and perception of high to very high levels of satisfaction with their benefits. This may indicate that while pay levels are perceived to be low it is counterbalanced with benefits what are perceived to be very good. An additional explanation for this outcome may be contributed to realistic expectations. Publications such as Academe and The Chronicle of Higher Education annually print average faculty salaries by institution, rank, gender, and at times by discipline. It may be that because of these publications faculty who enter family and consumer sciences are aware of the salary levels and, as a result, have developed realistic perceptions of the salary structure.

Despite identifying teaching as a primary job function and reporting high to very high perceptions of satisfaction with student relationships the factor teaching did not significantly contribute to the global job satisfaction of women faculty in family and consumer sciences. It is possible that although these faculty view their primary job function as teaching they may also perceive teaching as something that will not benefit them with their career advancement.

Controlling for the effect of status (age, tenure status and rank) and entering the interaction terms for the independent variables, approximately 43% of the variance of the global job satisfaction for women faculty in family and consumer sciences was accounted for. The introduction of the covariate of status into the regression equation resulted in very small, non significant changes. Thus indicating that interactions terms had no effect on the influence of the factors on the global job satisfaction of the women faculty in family and consumer sciences programs.

One limitation of this study is that all of the data were gathered using only women faculty and all of these faculty were employed by land grant institutions. Perceptions of job satisfaction may be different for male faculty in family and consumer sciences programs and influencers of job satisfaction may vary according to institutional type. Future research in the area of global job satisfaction of family and consumer sciences faculty should include male faculty as well as female. Inclusion of males may allow researchers to make comparisons and to

identify additional factors that significantly influence global job satisfaction. In addition, future research should include faculty from a variety of institutional types. This would allow researchers to make comparisons by institutional type and determine differences and similarities in the factors effecting global job satisfaction.

The question may be asked "What can be done to influence the global job satisfaction of our current faculty?" Opportunities need to be created where social networks and working relationships may develop thus creating a climate where faculty feel supported by the administration and their peers. Because women typically enter into higher education without the same social networks as their male colleagues, and because of the influence of socialization and climate in accounting for the variance of global job satisfaction of women faculty in family and consumer sciences it is important that working environments be perceived as being as interesting as possible.

Such a social and working climate may help to establish and/or strengthen peer relationships where formal and informal mentoring can take place. In addition, these opportunities may create an academic working environment where junior faculty can gain legitimacy and recognition in the university community. Further, it is possible that the support of the administration may create opportunities for collaboration among faculty members from a variety of disciplines within family and consumer sciences. Such interdisciplinary collaborations may build faculty scholarship teams where faculty talents and strengths are combined and shared.

Concerning financial rewards, efforts by administrators to eliminate gender inequities in salary levels and building attractive fringe benefits packages should continue. These efforts may enable family and consumer sciences programs to attract and retain the best faculties possible.

If higher education wants to develop a climate where teaching, undergraduate and graduate, is valued then administrators need to provide for and reward faculty for teaching and developing meaningful professional relationships with students. In addition, administrators must be cautious and not overload women faculty with teaching and mentoring responsibilities.

The results of this study indicate that socialization and climate are the two factors that explain the greatest proportion of variance in the global job satisfaction of women faculty in family and consumer science programs at land grant institutions. These results thus provide evidence that if family and consumer sciences administrators want to recruit and retain the best faculties possible, higher education must work toward creating social and working climates where women faculty have opportunities (formal and informal) to interact with their colleagues, to discuss scholarly pursuits and professional opportunities and to develop mentoring situations.

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